MONTANA STANDARDS FOR COMMUNICATION ARTS

> **Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

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Benchmarks define our expectation for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Rationale Communication Arts

The Communication Arts Standards are foundational to success. Language is what sets humankind apart from other species, so it is no surprise that mastery of language skills in the broadest sense opens the door to understanding our past, our current condition, and our futures. The Communication Arts offer us tools for thinking, communicating, learning, experiencing, exploring, remembering, collaborating, imagining, and fully participating in life. Mastery in Communication Arts is essential to school, careers and a rich life.

Communication Arts are developmental and recursive. Most students come to school with literacy skills already emerging. The Communication Arts Standards are designed to acknowledge those emergent skills and introduce more sophisticated strategies and increasingly complex materials, gradually building students' independence and confidence as communicators. The same skills that appear in this standards document as part of the expectations in the primary grades will appear as part of the expectations upon graduation. The increasing levels of sophistication in the higher grades may very well come in depth, independence, or complexity of materials rather than in distinctly different skills or strategies.

Communication Arts are interdependent. While the Communication Arts Standards address discreet skills, strategies, and tasks in five distinct areas of communication (speaking & listening, reading, writing, media, and literature) it is important for parents, teachers and students to understand that the strands of Communication Arts are deeply intertwined. None of the strands should be viewed in isolation as each depends on the

others for successful mastery. For example, when a child learns to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. A student cannot communicate in writing if he cannot read. Media literacy requires many of the same skills that are required to access, understand and evaluate traditional print. Clearly, communication requires more than the discreet skills of any one of the Communication Arts strands; it requires the dynamic interaction of all strands working together to create meaning.

Communication Arts are interdisciplinary. Because all learning is dependent on one or more of the Communication Arts Standards, all subject areas in school *work with* enhancing the strategies and skills that students use to successfully mastery the content of those subjects. In essence, all teachers are teachers of Communication Arts; all students are always engaged in practicing the skills of the Communication Arts. Likewise, the materials used in the Communication Arts classroom will explore the topics of all other curricular areas. It is important for students to recognize that the skills and strategies of Communication Arts must be applied in all classes and beyond the school walls in daily life.

Communication Arts are evolving. In the 21st Century the technologies of our daily life and the changing nature of communication make the Communication Arts Standards even more important as a major part of our curriculum. Skills that were once acquired through the experiences of daily life must now be explicitly addressed in our classrooms. Rather than reinforcing the rules of formal standard written and spoken English, the English of our students' daily lives often offers alternative spellings, new rules of grammar, and shortcuts in punctuation or capitalization. Similarly, the dominating influence of the media in its many forms introduces new challenges for our students. It is the Communication Arts curriculum that must help students bridge the gap between the formal and the informal, the old and the new. Language and images have power and that power must be understood and used wisely. Critically, the Communication Arts must address the safe, ethical and responsible use of communication if our democratic ideals are to be preserved.

Communication Arts Speaking and Listening Content Standard 1—Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

Communication Arts Reading Content Standard 2— Students read by applying a range of foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Communication Arts Literature Content Standard 3— Students select, interpret, and respond to a range of literature.

Communication Arts Media Literacy Content Standard 4— Students analyze and evaluate media messages and their impact on individuals and societies and create media messages to effectively communicate with a variety of audiences for different purposes.

Communication Arts Writing Content Standard 5— Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

Communication Arts
Speaking and Listening Content Standard 1

Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

<u>**Rationale Speaking and Listening**</u>

The National Communication Association defines speaking as the "uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language" while listening is the "process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages."

Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned (National Communication Association). Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds.

<u>**Benchmarks**</u>

End of Grade 4	**End of Grade 8**	**Upon Graduation**
1.1 Identify and describe the components of the communication process (sender/speaker, receiver/listener, message, medium/channel, feedback, interference/noise)	1.1 Analyze and explain how the components of the communication process affect communication	1.1 Analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness
1.2 Identify and use verbal and nonverbal techniques to deliver oral messages	1.2 Apply verbal and nonverbal delivery techniques to communicate effectively	1.2 Adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats
1.3 Identify and use effective listening strategies	1.3 Apply effective listening strategies to fit the purpose, situation, and setting of the communication	1.3 Apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication

1.4 Choose topics and organize information to present effective oral messages	1.4 Select and narrow topics for specific occasions and develop an appropriate introduction, body and conclusion to deliver speeches	1.4 Select, test and refine topics for specific purposes and occasions, choose credible sources for supporting materials, effectively organize and deliver speeches
1.5 Adapt communication to a variety of audiences, settings and purposes	1.5 Adapt communication to a variety of formal and informal audiences, settings and purposes	1.5 Adapt communication to a variety of public, group and interpersonal audiences, settings and purposes
1.6 Use feedback to monitor speaking and listening effectiveness	1.6 Use feedback to monitor and adjust speaking and listening effectiveness	1.6 Use feedback to monitor, adjust, and evaluate speaking and listening effectiveness
1.7 Use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians	1.7 Compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians	1.7 Use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals
1.8 Display respectful behavior when speaking and listening	1.8 Explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communication to individuals and groups	1.8 Analyze the legal and ethical issues associated with responsible communication

Communication Arts

Reading Content Standard 2

Students read by applying a range of foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Rationale Reading

*Reading is essential to learning in all content areas; therefore, **all teachers are teachers of reading!***

Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades.

Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers.
During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Montana American Indians.

Benchmarks

End of Grade 4	End of Grade 8	Upon Graduation
2.1 Decode unknown words combining the elements of phonics, use of word parts, and context clues	2.1 Apply knowledge of word and sentence structure, analysis of word parts and context to decode unknown words	2.1 Select and apply knowledge of syntax clues, word origins, roots and affixes, and context to decode unknown words
2.2 Develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources	2.2 Expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources	2.2 Expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources

2.3 Read sight words and materials fluently, applying word accuracy, phrasing, rate and expression	2.3 Adjust fluency based on purpose and content	2.3 Adjust fluency based on purpose, complexity, and technical content
2.4 Use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down	2.4 Identify when comprehension breaks down, analyze causes and self correct using effective strategies	2.4 Recognize when comprehension breaks down, select strategy to self correct and evaluate effectiveness of the selected strategy
2.5 Activate prior knowledge to make connections to text	2.5 Activate prior knowledge to connect text to self, text to text and text to world	2.5 Recognize the need for background knowledge and research to enhance comprehension
2.6 Generate, test and revise reasonable predictions	2.6 Create, justify, and revise predictions	2.6 Monitor and modify predictions based on specific text passages
2.7 Generate and answer questions to clarify meaning by locating specific information in text	2.7 Generate and answer literal, inferential, critical, and interpretive questions	2.7 Generate and answer complex literal, inferential, evaluative, and interpretive questions
2.8 Recall and explain a series of events or the sequence of information	2.8 Recall and explain a series of events or the sequence of information to draw conclusions	2.8 Recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusions
2.9 Identify main ideas and supporting details	2.9 Summarize by stating main ideas and supporting details	2.9 Summarize text by determining main idea and analyzing essential and non-essential supporting details

2.10 Make inferences based on context clues and/or background knowledge	2.10 Make and justify inferences based on context clues and/or background knowledge	2.10 Make and justify complex inferences within and among multiple texts and/or forms of media
2.11 Identify and use text features to enhance comprehension	2.11 Analyze text features to enhance comprehension	2.11 Analyze and evaluate relevant text features of multiple forms of media to enhance comprehension
2.12 Identify the organizational structure of a selection, including sequential, problem-solution and cause-effect	2.12 Identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect	2.12 Evaluate and compare the effectiveness of organizational structures in multiple selections
2.13 Compare and contrast information to explain and explore relationships within and across texts	2.13 Compare and contrast information to explain relationships and draw conclusions within and/or across texts	2.13 Compare and contrast information, draw conclusions and synthesize ideas within and among texts to synthesize information and draw conclusions
2.14 Recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians	2.14 Analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians	2.14 Critique author's purpose, point of view, bias, language use, and credibility to deepen understanding within and among culturally diverse texts, including those by and about Montana American Indians
2.15 Set goals for reading progress	2.15 Set and monitor goals and reading progress	2.15 Set goals and evaluate reading progress

Communication Arts
Literature Content Standard 3

Students select, interpret, and respond to a range of literature.

Rationale Literature

Broadly defined, literature is artistically developed writing that makes careful use of language and captures the individual and/or collective experiences of a people. Literature, as considered in this standard, includes poetry, prose fiction, drama, literary non-fiction, and literature on film. It includes works that have stood the test of time as well as works that are of more recent publication, works of our own culture and works of cultures learners may never experience in any other way. Literature provides us with a way of connecting with the past and dreaming about the future. Through the study of literature, students develop aesthetic insight into broad human perspectives and experiences. Literature allows us to consider universal issues of the human condition which transcend time, place and culture and connect us to humanity as a whole. To experience literature fully, it is essential that students learn to read literature both critically and reflectively with an awareness of the literary techniques and language devices that authors use to engage their readers and convey their messages. In understanding the elements of literature as well as the language of literature, students become life-long participants in the literary conversations that connect us to each other and allow us to more deeply understand our own human experiences.

Benchmarks

End of Grade 4	End of Grade 8	Upon Graduation
3.1 Identify basic literary elements (setting, plot, problem/solution, character)	3.1 Compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood)	3.1 Analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers
3.2 Explain how authors' choices of language and use of devices (such as similes, rhyme, rhythm, and onomatopoeia) contribute to the meaning of literary works	3.2 Analyze how authors' choices of words, uses of figurative language (such as metaphor, simile, personification) and stylistic devices (such as assonance and consonance) contribute to the meaning of literary works	3.2 Evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers

3.3 Identify the characteristics of select literary genres	3.3 Understand and define the characteristics of literary genres	3.3 Analyze and define the characteristics of literary genres and evaluate the effect of genres on readers
3.4 Identify how culture and history are represented in literary works, including works of Montana American Indians	3.4 Interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians.	3.4 Evaluate how literature reflects a society, including literature by and about Montana American Indians.
3.5 Identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians	3.5 Compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians	3.5 Analyze diverse literature to compare common human experiences among time periods, literary movements, and cultures, including Montana American Indians
3.6 Express and justify personal responses to literature	3.6 Express personal ideas and feelings generated as a result of engaging with literature and offer justification	3.6 Create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature

Communication Arts
Media Literacy Content Standard 4

Students analyze and evaluate media messages and their impact on individuals and societies and create media messages to effectively communicate with a variety of audiences for different purposes.

Rationale Media Literacy

Media Literacy is the ability to recognize, evaluate, and apply the techniques and technologies (Media Awareness Network) of the "media forms of the day." (Ohler) This involves skills in "critically analyzing media messages, recognizing the role that audience plays in making meaning from those messages" and creating media messages for an audience. (Media Awareness Network) "Media form influences media content." (Center for Media Literacy) Each medium has different characteristics, strengths, and a unique "language" of construction. (National Association for Media Literacy Education) In order for students to be effective consumers of media messages, they need to have a practical understanding of the advantages and limitations inherent in the techniques and technologies involved in creating those messages.

*Students need a comprehensive understanding of digital citizenship and its ramifications in order to communicate effectively and securely in a multicultural, networked world. (Ohler. "Media Literacy takes as its field **all** media including **but not limited to**—TV, radio, film, print, music, the Internet, video games and even less obvious forms like fashion, children's toys and dolls, or T-Shirts."(Media Awareness Network) Media literate people can both individually and collaboratively create effective media messages, demonstrating an understanding as to the strengths and limitations of each medium. Through the processes of designing, producing, and publishing articulate, meaningful, navigable media, students become better producers and consumers of media messages. (Ohler)*

Benchmarks

End of Grade 4	End of Grade 8	Upon Graduation
4.1 Recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform)	4.1 Interpret and differentiate how techniques and technologies impact media messages	4.1 Evaluate how techniques and technologies influence the meaning and effectiveness of the media messages
4.2 Identify the sources of media messages	4.2 Analyze the credibility of the sources of media messages	4.2 Evaluate the credibility of the sources of media messages

4.3 Identify fact, fiction and opinion in various media messages, including messages about Montana American Indians	4.3 Analyze the purpose of and recognize the effects of fact, fiction, opinion, bias and stereotypes in media messages on diverse groups of people, including Montana American Indians	4.3 Evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians
4.4 Recognize the norms, rules, laws and etiquette that govern the use and creation of media messages	4.4 Apply appropriate norms, rules, laws and etiquette in the use and creation of media messages	4.4 Apply knowledge and evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages
4.5 Recognize consequences to self and others when using and creating media messages	4.5 Analyze the inherent consequences to self and others in the use and creation of media messages	4.5 Evaluate the inherent consequences to individuals and societies in the use and creation of media messages
4.6 Create a media message for a specific purpose (e.g., inform, entertain, or persuade).	4.6 Create and analyze media messages targeting a specific audience and purpose.	4.6 Create media messages for a variety of purposes and audiences and evaluate effectiveness
4.7 Recognize that media messages embed values and influences individuals, cultures and societies	4.7 Identify how media messages embed values and influence individuals, cultures and societies	4.7 Analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies

Communication Arts
Writing Content Standard 5

Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

Rationale Writing

Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, emails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value.

Practice with many different forms and styles of writing using a variety of media to communicate in writing is essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.

Benchmarks

End of Grade 4	End of Grade 8	Upon Graduation
5.1 Identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, revising, editing, publishing	5.1 Apply the steps of the writing process in a variety of written work	5.1 Apply the steps of the writing process to develop, evaluate, and refine writing

5.2 Select appropriate topic and generate topic sentence indicating the purpose of written work	5.2 Select appropriate topic and generate thesis statement indicating purpose and intent	5.2 Independently select topic and generate complex thesis statement indicating purpose and intent
5.3 Generate and develop main ideas using supporting details	5.3 Generate and develop main ideas using a variety of relevant supporting details	5.3 Generate, develop and elaborate upon main ideas using relevant and specific supporting details
5.4 Organize writing using a logical progression of ideas	5.4 Organize writing using transitions and a logical progression of ideas	5.4 Organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them
5.5 Demonstrate awareness of language choices and their impact on writing through use of personal voice, sentence fluency, and word choice when writing	5.5 Demonstrate knowledge of language choices and their impact on writing through control of personal voice, strong sentence fluency, and effective word choice	5.5 Demonstrate knowledge of language choices and their impact on writing by showing purposeful control of personal voice, sentence fluency, and word choice
5.6 Identify and practice conventions of standard written English (e.g. usage, punctuation, spelling) appropriate purpose and audience	5.6 Apply conventions of standard written English (e.g. usage, punctuation, spelling) appropriate for purpose and audience	5.6 Apply conventions of standard written English (e.g. usage, punctuation, spelling) appropriate for purpose and audience
5.7 Identify the purpose, audience, and format in one's own writing	5.7 Identify and describe the purpose, audience, format, and tone in one's own writing	5.7 Articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing
5.8 Identify different writing forms and genres and write poetry, narrative, informative, and persuasive selections	5.8 Analyze the characteristics of different writing forms and genres and write in a variety of forms and genres including poetry, narrative, informative, and persuasion	5.8 Write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre
5.9 Demonstrate ability to maintain topical focus throughout written work	5.9 Compose written works demonstrating ability to sustain focus throughout a variety of forms and genres	5.9 Compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus

5.10 Use methods of researching (task definition, information seeking strategies, location and access, use of information) to report information and cite sources in writing	5.10 Independently use methods of researching (task definition, information seeking strategies, location and access, use of information, synthesis, evaluation) to collect, utilize and cite information in writing	5.10 Conduct research and effectively synthesize information from multiple sources in writing
5.11 Identify the owner of ideas and information, with respect to all forms of information (e.g. oral resources), including Montana American Indians	5.11 Obtain and use information legally and respectfully, and appropriately credit ideas and word of others, including those of Montana American Indians	5.11 Follow copyright laws and fair use guidelines when using the intellectual property of others, including that of Montana American Indians, and appropriately credit ideas and words of others
5.12 Set goals for writing progress	5.12 Set goals, seek feedback and monitor writing progress	5.12 Set goals, seek feedback and evaluate writing progress
5.13 Recognize and use writing as a means of clarifying thinking and reflecting	5.13 Use writing as a means of clarifying thought and reflecting on learning	5.13 Select and use forms of writing to learn as a means of clarifying thought and reflecting on experiences

Montana K-12 Communication Arts
Performance Descriptors

Advanced	Proficient	Nearing Proficiency	Novice
A student at the advanced level in Communication Arts demonstrates superior performance. He/She demonstrates highly developed knowledge and skills by consistently exceeding the grade level expectations in each of the following:	A student at the proficient level in Communication Arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates an understanding of the knowledge and skills required to be successful in each of the following:	A student at the nearing proficiency level in Communication Arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at low level of complexity and difficulty, is able to demonstrate each of the following:	A student at the novice level in Communication Arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in each of the following:

Speaking and Listening		
End of Grade 4	**End of Grade 8**	**Upon Graduation**
1.1 Understands components of the communication process; 1.2 uses elements of effective speaking; 1.3 uses elements of effective listening; 1.4 selects topics and organizes information; 1.5 adapts to audience, setting and purpose; 1.6 uses feedback to self-monitor; 1.7 listens and responds to cultural stories; 1.8 displays respect in speaking and listening.	1.1 Analyzes components of the communication process; 1.2 applies elements of effective speaking; 1.3 applies elements of effective listening; 1.4 selects specific topic, develops introduction, body, and conclusion 1.5 adapts to formal and informal audiences, settings and purposes; 1.6 uses feedback to monitor and adjust; 1.7 compares and contrasts speaking and listening; strategies in cultural stories 1.8 displays respectful communication and orally references sources.	1.1 Evaluates the impact of components of the communication; 1.2 evaluates elements of effective speaking; 1.3 evaluates elements of effective listening; 1.4 refines topic, uses credible sources, and proper organization 1.5 adapts to public, group and interpersonal audiences, settings and purposes; 1.6 uses feedback to monitor, adjust, and evaluate; 1.7 analyzes the influence of oral traditions in various cultures; 1.8 analyzes and evaluates the impact of ethical and responsible communication.

Reading		
2.1 Decode words; 2.2 develop vocabulary; 2.3 read sight words; 2.4 use strategies to self-correct; 2.5 make connections to text; 2.6 test predictions; 2.7 generate and answer questions; 2.8 explain a series of events; 2.9 identify main ideas and supporting details; 2.10 make inferences; 2.11 identify and use text features; 2.12 compare and contrast information; 2.13 identify cause and effect; 2.14 recognize author's purpose, point of view and language; 2.15 set goals.	2.1 Decode words using word and sentence structure 2.2 expand general and specialized vocabulary; 2.3 adjust fluency; 2.4 identify when comprehension breaks down, self-correct; 2.5 connect text to self, text to text, text to world; 2.6 justify predictions; 2.7 generate and answer literal and higher order questions; 2.8 explain a series of events to draw conclusions 2.9 summarize main ideas and details; 2.10 make and justify inferences; 2.11 analyze text features; 2.12 compare and contrast information to draw a conclusion; 2.13 explain cause and effect; 2.14 analyze author's purpose and credibility and language use; 2.15 set goals and monitor.	2.1 Decodes words using syntax clues, word origins, roots; 2.2 expand and utilize general and specialized vocabulary; 2.3 adjust fluency; 2.4 recognize when comprehension breaks down, self-correct; 2.5 recognize background knowledge increases comprehension; 2.6 recognize the need for predictions in reading; 2.7 generate and answer complex literal and higher level questions; 2.8 explain a series of events to hypothesize/justify conclusions; 2.9 summarize by distinguishing main ideas; 2.10 make and justify complex inferences; 2.11 analyze and evaluate relevant text features; 3.4 compare and contrast across multiple texts; 2.13 explain cause and effect across multiple texts; 2.14 critique author's purpose, points of view, language use and credibility. 2.15 set goals and evaluate.
Literature		
3.1 Identify literary elements; 3.2 explain language use and literary devices; 3.3 identify characteristics of genre; 3.4 identify culture and history;	3.1 Compare and contrast literary elements; 3.2 analyze language use and literary devices; 3.3 define characteristics of genre; 3.4 interpret influences of culture, history, and	3.1 Analyze literary elements; 3.2 evaluate language use and literary devices; 3.3 analyze and evaluate characteristics of genre; 3.4 evaluate influence of culture, history, and

3.5 compare personal experiences with literature; 3.6 justify personal responses to literature.	literature; 3.5 compare a variety of perspectives in literature; 3.6 justify personal ideas and feelings in response to literature.	literature; 3.5 analyze human experience in literature; 3.6 support critical and emotive responses to literature.
Media Literacy		
4.1 Recognize techniques and purposes used in media messages; 4.2 identify sources of media messages 4.3 identify fact, fiction and opinion in media messages 4.4 recognize proper use and creation of media messages; 4.5 recognize guidelines for using and creating media messages; 4.5 recognize consequences when using and creating media messages; 4.6 create media messages; 4.7 recognize that media embeds values and influences.	4.1 Differentiate how techniques and technologies impact media messages; 4.2 analyze credibility of media message sources; 4.3 analyze purpose of fact, fiction, opinion, bias and stereotypes in media messages; 4.4 apply proper use and creation of media messages; 4.5 apply guidelines for using and creating media messages; 4.5 analyze consequences when using and creating media messages; 4.6 create and analyze media messages; 4.7 identify how media embeds values and influences.	4.1 Evaluate techniques and technologies impact on meaning and effectiveness of media messages; 4.2 evaluate credibility of media message sources; 4.3 evaluate impact of fact, fiction, opinion, bias and stereotypes in media messages; 4.4 apply and evaluate impact of proper use and creation of media messages; 4.5 apply and evaluate effect of guidelines when using and creating media messages; 4.5 evaluate consequences when using and creating media messages; 4.6 create and evaluate media messages; 4.7 analyze and evaluate how media embeds values and shapes perceptions.
Writing		
5.1 Identify the steps of the writing process; 5.2 select topic and generate topic sentence; 5.3 develop main idea; 5.3 select and write a range of types and formats of writing; 5.4 organize writing	5.1 Apply the steps of the writing process; 5.2 select topic and generate thesis; 5.3 develop main idea using variety of details; 5.4 organize writing using transitions	5.1 Apply the steps of the writing process, evaluate and refine writing; 5.2 select topic and generate complex thesis; 5.3 develop and elaborate upon main idea using variety of details; 5.4 organize writing using transitions and progression of ideas

5.5 identify language choice and its impact; 5.6 identify and practice conventions; 5.7 identify purpose, audience, format, and style; 5.8 identify writing forms and genres; 5.9 maintain focus of topic in writing; 5.10 use methods of research and cite sources; 5.11 use information legally; 5.12 set goals for writing; 5.13 recognize and use writing to think and reflect.	5.5 demonstrate knowledge of language choice and its impact; 5.6 apply conventions; 5.7 identify and describe purpose, audience, format, style, and tone; 5.8 analyze characteristics of writing forms and genres; 5.9 sustain focus of topic in variety of forms and genres; 5.10 use methods of research to collect, use and cite information; 5.11 use information legally; 5.12 set goals and monitor writing; 5.13 use writing to think and learn.	5.5 demonstrate control of language choice; 5.6 apply conventions; 5.7 evaluate the purpose and audience; select and use format, style, and tone; 5.8 use a variety of forms and genres and evaluate effectiveness of form and genre; 5.9 maintain focus of topic in written work with complex ideas; 5.10 conduct research using multiple sources; 5.11 follow copyright laws; 5.12 set goals and evaluate writing; 5.13 select and use writing to think and learn.